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ABSTRACT

The sequel to a personal account of the bilingual development of two children in one family looks at subsequent development and issues in bilingualism for those two and an additional child, occurring over a five-year period. An introductory chapter defines bilingualism and considers briefly its advantages and disadvantages. The second chapter discusses motives and methods for establishing bilingualism within the family. Chapter 3 offers a picture of communication within the family, in general and in specific interpersonal, child-animal, and child-toy contexts. The fourth chapter looks at instances of departure from normal language choice within the family, including code-switching. In the subsequent chapter, influences from outside the family are discussed: monolingual speakers; relatives and friends; playmates; peer pressure; bother bilinguals; and school. Chapter 6 examines two additional possible problems in establishing bilingualism, children's reluctance to speak the home language and the father's non-native-speaker status. Issues in the measurement of bilingual proficiency are considered in chapter 7, and biliteracy is discussed in chapter 8. The next two chapters look at the children's language attitudes and their first experience of their home language in its native context. Finally, a variety of aids (material, contextual, and experiential) to development of bilingualism are analyzed. (MSE)

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